

364. SOCIAL STUDIES STANDARDS.

Standards for Critical Thinking and Analytical Skills as well as standards for Evolution of Democracy are listed separately and intended to apply to all social studies courses.

01. U.S. HISTORY. These United States History standards, organized thematically, are based on the assumption and expectation that knowledge of history is a precondition of political intelligence. Without historical literacy, our students have no understanding of the past as it relates to the present and shapes the future. The key skills and knowledge students must acquire and develop in U. S. History include: the understanding that history as a discipline in a democratic society is based on the Jeffersonian principle that the most effective means to prevent the perversion of power into tyranny is to maintain an educated population; an understanding that history is an interaction between the events of the past and the perspectives of the present; an understanding that history requires the critical analysis of cause and effect and the organization of events both chronologically and thematically; and an understanding that history is created by people making decisions in the face of a variety of factors including, but not limited to, considerations of geography, politics, economics, and culture.

02. GOVERNMENT/CIVICS. The goal of education in government and civics is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles upon which American society is based. Ultimately, a free society must rely on the knowledge, skills, and virtue of its citizens and those elected to public office. Civic education, therefore, is essential to the preservation and improvement of American representative government.

“I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.” Thomas Jefferson (1820).

03. ECONOMICS. The elements of economics transcend several disciplines of study. The analytical study of the unique issues of economics will enable students to understand and appreciate the forces that affect them every day -- at home, in the workplace, in the boardroom, and in the halls of government. The key skills students must develop in economics include: an ability to identify and analyze domestic and global economic problems and alternatives; collect, quantify and organize economic evidence; compare benefits and costs; recognize the essential structure of business; and investigate the consequences of change in economic conditions and public policies. The skills learned in economics will allow students to recognize their multiple roles as consumers, business people, and workers, enabling them to reason logically and to avoid the common errors made by individuals who do not understand sound economic principles and responsible personal financial management.

461. SOCIAL STUDIES STANDARDS - HISTORY OF HUMAN CIVILIZATION - MIDDLE GRADES, SECTIONS 462 THROUGH 465.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

462. HISTORY OF HUMAN CIVILIZATION.

Standard -The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the processes that gave rise to the earliest human communities.	a. Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.	i. Research an ancient culture as if you were an anthropologist or archeologist. ii. Construct models based on early human communities. iii. List modern artifacts archeologists might uncover 15,000 years from now.

	b. Infer from archaeological evidence the characteristics of early hunter-gatherer communities.	i. Write an account describing a day in the life of an early nomadic man or woman living in a hunter-gatherer society. Use historical evidence in this account. ii. Draw a mural depicting a day in the life of a member of an early hunter-gatherer society.
	c. Understand the relationship between civilization and a city-state.	i. Design a map of a developed civilization and its city-state(s). ii. List and make diagrams of domesticated crops used in early civilizations.
02. Understand how human communities populated the major regions of the world and adapted to a variety of environments.	a. Identify the various regions of the world that had early communities.	i. Locate areas of early civilizations on a map. ii. Research the common traits of various regions that had early civilizations and present findings to class.
	b. Compare life of early civilizations of the Eastern and Western hemispheres and how they responded to their local environments.	i. Research facts of early civilizations of the eastern and western hemispheres. ii. Role-play in class to demonstrate similarities and differences between the two hemispheres.
03. Understand that the practice of agriculture influenced the patterns of human settlement.	a. Describe how and why humans domesticated wild grains, as well as cattle, sheep, goats, and pigs.	i. Create a diagram using examples of farming techniques. ii. Write a mythological story on how humans came to rely on agriculture.
	b. Identify areas of the world where early farming communities appeared and explain the factors that would have supported farming in these areas.	i. Build and label an island showing the physical features and climate necessary to raise crops and animals. ii. List similar factors between early civilizations that promoted agricultural development.
04. Understand how natural resources and technological advances have shaped the relationships between different societies.	a. Explain how man adapted the environment for civilization to develop.	i. Brainstorm ways early civilizations adapted their environment to meet their needs. ii. Construct a model showing environmental adaptations.
	b. Identify the technological advances developed by various early societies.	i. Collect gardening tools from your local community and compare them to artifacts of ancient civilizations. ii. Invent a tool that would help in the advancement of a society.
05. Understand the political, social, and cultural causes and consequences of movements of populations.	a. Identify the factors that contributed to population movement.	i. Create a bulletin board showing the migrations of early man. ii. Participate in a simulated newscast about migration to North America.

	b. Find examples of how writing, art, architecture, mathematics, and science have evolved in society over time.	i. Produce a portfolio of ancient homes to modern homes and show how society has evolved. ii. Mold clay into ancient art forms. iii. List and compare the writing, mathematical, and scientific discoveries of early civilizations.
	c. Identify some of the major languages of the world today and identify which languages are related to one another.	i. Interview a foreign speaking person from the community. ii. Learn to count to ten in at least two similar foreign languages.
	d. Describe the role of government in population movements of early civilizations.	i. List how government(s) caused population movement and show on a map the before and after borders of empires. ii. Create your own form of government with rules and consequences that would encourage or cause population movement.
06. Understand how empire building and trade contributed to increasingly complex relations among peoples.	a. Identify major trade routes and assess the economic and cultural significance of these points of connection between populations.	i. Role-play a meeting of great leaders from two different empires and detail the plans to increase trade between the two population centers. ii. Trace on a map the trade routes by sea and land between two countries. List the trade goods for each of these routes.
	b. Discuss how empires used conquest and forced labor to expand and develop.	i. Retell the story of a specific conquest. ii. Describe forced labor and give examples of its use. iii. Project how much a forced laborer would earn with today's wages.
	c. Explain the importance and levels of social classes.	i. List the circumstances for the division of social classes of a given civilization. ii. Write journal entries representing people from each social class level of an early civilization.
07. Understand the development and role of religion in early civilizations.	a. Explain how religion influenced government, culture, and technological development.	i. Dress in a costume representing an ancient religious leader. ii. Give three accounts of religious ceremonies.
	b. Discuss how religion established a code of conduct for the people.	i. Discuss an early code of conduct and its importance. ii. Write own personal code of conduct and include consequences.
	c. Explain the relationship between religion and the people's understanding of the natural world.	i. Match and align different civilization gods with their powers. ii. Describe the significance of religious ceremonies.

463. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Locate places on maps using latitude and longitude systems and compass directions.	i. Create a map of a bedroom using a grid, symbols, and cardinal directions. ii. Give a list of coordinates to a partner so he/she is able to find a destination on a map.
	b. Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries.	i. Build a puzzle and separate it into the four hemispheres, major bodies of water, and continents. ii. Create a planet listing its hemispheres, water, and continents.
02. Understand physical characteristics of different places and regions.	a. Compare and contrast physical features on the planet.	i. Describe the physical characteristics of a given region. ii. Build a model of the geographic features of a region.
	b. Explain the impact of waterways on civilizations.	i. Read stories to children about early travel water routes. ii. List and locate main waterways of Eastern or Western hemispheres.
	c. Identify characteristics of significant civilizations in world history.	
03. Understand the migration and settlement of human populations on the earth's surface.	a. Identify main reasons for major migrations of people.	
	b. Explain how climate affects human migration and settlement.	i. Graph a population disbursement chart showing population density of a given area. ii. Construct mobile showing different types of climate zones.
	c. Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.	i. Divide a continent into regions using geographical features for borders. ii. In a group present information about a region. iii. Create cultural difference flashcards and study with a partner.
	d. Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.	i. Map a water and land route from one continent to another. List all ports, supplies, and cities along the way. ii. Show how goods and technology have evolved through contact with other civilization.
04. Understand that geography enables people to comprehend the relationships between people, places, and environments over time.	a. Explain how the resources of an area can be the source of conflict between competing groups.	i. As a class debate a community issue (logging versus no logging). ii. Devise a solution that would settle conflict among competing groups.

	b. Illustrate how the population growth rate impacts a nation's resources.	i. Design a graph showing populations versus resources over time for a given region. ii. Research and gather data on population growth and compare it to the availability of resources for one or more decades. Plot results on a graph.
	c. Explain how rapid growth of cities can lead to economic, social, and political problems.	i. Compare two cities of different populations and report on the difference in consumption of natural and man-made resources. ii. Role-play a hearing to present a plan to the city council for an addition to the community. Include in the plan potential economic, social, and political problems and solutions.
	d. Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations.	i. Brainstorm ways each student in the class can conserve resources. ii. Compare and contrast renewable versus nonrenewable resources.

464. GOVERNMENT/CIVICS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Research, condense, and restate information for a specific purpose.	i. List the reasons civilizations developed in a specific area over time. ii. Write a five-paragraph research report on a suggested topic.
	b. Utilize primary and secondary sources of information to gather facts.	i. Use note cards to condense information from more than one source (encyclopedia, Internet, interview). ii. Do a classroom presentation with information gathered from primary and secondary sources.
	c. Distinguish between fact and opinion.	i. Use a newspaper to find examples of fact and opinion. ii. Identify examples of fact and opinion from a given website.
02. Understand the evolution of democracy.	a. Describe the development of government.	i. Prepare a play to show how an individual becomes a governmental leader. ii. Write an editorial supporting a change from a dictatorial to a democratic government.
	b. Recognize that as a society becomes more complex so does its government.	i. Draw a pyramid outlining a society's social structure and explain its effect on government. ii. Develop a timeline or graph that demonstrates the relationship between growth in civilization and government services.

03. Understand the relationship among between civic life, politics, and government.	a. Distinguish among the characteristics of city-states and feudal states.	i. Cite examples of city-states and feudal states. ii. Compare and contrast a city-state and feudal state.
	b. Contrast monarchies, democratic, and dictatorial types of government.	i. Draw an editorial cartoon that contrasts a democratic government with a monarchy or a dictatorship. ii. Develop a chart that shows the merits of a monarchy, democracy, and a dictatorship.
	c. Give examples of citizen participation in political systems around the world.	i. Use media sources to find examples of a citizen's role in different types of political systems. ii. Identify the level of citizen participation in a specific government.
04. Understand the foundations and principles of the American political system.	a. Explain how democratic governments allow for individual, political, and social choices.	i. List five rights or freedoms in the American system of democracy. ii. Write a journal entry explaining why a person would immigrate to the United States.
	b. Discuss how the policies and actions of governments promote the public good.	i. Evaluate a government's role in the development of education, communication, and transportation. ii. Identify and discuss one public service project that has benefited the local community or state.
05. Understand the organization and formation of the American system of government.	a. Show how governments make and enforce laws and provide a judicial system.	i. Identify the three branches of the American government. ii. Explain how an idea becomes a law.
	b. Explain that governments are funded through taxation.	i. Prepare a graph that shows the percentage of a paycheck that goes to taxes. ii. Illustrate three ways the government uses tax revenue.
06. Understand that all citizens of the United States have responsibilities and rights.	a. Explain ways to resolve private and public conflicts based on principles of fairness and justice while at the same time respecting cultural customs.	i. Create a game in which students must have a consensus on the rules. ii. Conduct a mock trial of a political refugee seeking asylum.
	b. Explain how negotiation and compromise can be effective ways of settling disputes and how the majority rule has to protect the minority rights.	i. Conduct a class meeting to solve a playground/school conflict. ii. Have a debate on an event that features a majority versus a minority issue.

465. ECONOMICS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Analyze the similarities of the needs and wants of people everywhere.	i. Develop a city-state and list the needs and wants of the people and how those needs and wants will be met. ii. Compare city-state economic needs and wants with modern day needs and wants.
	b. Explain how historically people have relied on their natural resources to meet their needs.	i. Design a mobile to depict the uses of the natural resources of an area. ii. Develop a chart to compare an early civilization with today showing how natural resources of an area are used.
	c. List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.	i. Create a utopian society and explain why others would want to live there. ii. Explain why people move from a rural to an urban setting.
02. Understand the concept of money.	a. Analyze the role of money as a means of exchange.	i. Compare the money system with a bartering system. ii. Identify civilizations that developed money.
	b. Describe alternative means of exchange.	i. List items individuals might use to trade for goods and services. ii. Set up a checkbook and keep track of monthly expenses.
03. Understand there are many influences on economic systems.	a. Compare and contrast the factors that promote economic growth.	i. Monitor a popular toy and graph price fluctuations around special holidays. ii. Brainstorm a list of factors that promote economic growth.
	b. Identify factors that harm an economic system.	i. Explain the impact of weather/natural disasters on an area's economy. ii. Analyze the economic effects of the movement of an industry/trade from an area. iii. List the effects of war on an economy.